

# Home Health Aide Training

## Module 2. Respecting Differences

### Goal

The goal of this module is to introduce participants to the importance of respecting differences when working with others, and when providing care to clients.

### Time

1 hour

Activities	Teaching Methods	Time
1. Diversity: People Bingo	Interactive presentation, large-group exercise, and large-group discussion	30 minutes
2. Culture: Telling Your Story	Interactive presentation, pairs work, and large-group discussion	30 minutes

### Supplies

- Flip chart, markers, tape
- Paper and pencils
- **Teaching Tools, Activity 1: People Bingo Icebreaker**

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### Learner's Book

1. Culture

### Worksheets

- Worksheet 1. People Bingo: Sample Card
- Worksheet 2. Tell Your Story

### Advance Preparation

Review all the training instructions and learner's materials for this module. Note that icons are used to remind the trainer of the following:



When you are *presenting* or covering Key Content *in the discussion*. (Key Content is also addressed in the Learner's Book and the handouts, but we use the "key" icon only when it is covered elsewhere in the learning process.)



When it is important to ask a particular question to get participants' input.



When it is time to refer to the Learner's Book.



When it is time to distribute a worksheet.

Copy all worksheets for participants.

Gather all necessary supplies and equipment.

Please note that the Key Content is meant to be background information for the trainer. **DO NOT READ OUT LOUD TO PARTICIPANTS.**

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### **Activity 1. Diversity: People Bingo**

Prepare a flip chart page with the Learning Agenda (Step 3).

Adapt **Worksheet 1. People Bingo: Sample Card** (if necessary) for the number of participants and their backgrounds. Make enough copies for each participant.

Decide if you want to give prizes for the “winners”—e.g., refrigerator magnets, positive affirmation notes/stickers, or candy. If you do this, plan a way to make every participant a winner by the end of the module (or day). Make sure you have enough prizes for every participant.

### **Activity 2. Culture: Telling Your Story**

Prepare a flip chart page with the definition of “Culture” (Step 2).

## Module 2. Respecting Differences

### Activity 1. People Bingo

30 minutes

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#### Learning Outcomes

By the end of this activity, participants will be able to:

*Explain why it is important to talk about differences among people as part of this training.*

*Identify some of the ways that individual participants are different from each other.*

*Identify some assumptions they made about fellow participants based on appearance and limited information.*




#### Key Content

- Within every group there are similarities and differences among individuals. Some of the differences are race, class, language, age, sexuality, religion, culture, abilities, etc. Some of these similarities and differences are obvious; others are not.
- The differences are often referred to as “diversity.” It is important to talk about differences and diversity in this training because, as home health aides, participants will come in contact with many people, some of whom will have significant differences and some of whom will only appear to be different.
- We all make assumptions about similarities and differences based on the initial information we get about a person. Participants need to learn to move beyond assumptions, to listen, and to respect differences in order to work well with people, both in this training and on the job.
- This exercise will help participants begin to learn how to identify their assumptions and how to respect differences.

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### Activity Steps

#### Interactive Presentation—10 minutes

1. **Assess participants' knowledge.** Ask for a show of hands from people who have heard the term “diversity.” Ask those who raise their hands to explain what they think it means.
2.  **Define “diversity.”** Summarize by noting that “diversity” refers to the differences that you find in any group of people—even in a group as small as two people! Review the bullets under **Key Content** and explain the importance of addressing diversity in this training.
3. **Introduce module.** Note that, by exploring some of the similarities and differences among themselves, and working with profiles of clients, the participants will build the awareness, skills, and self-confidence necessary to work with people who are different from themselves. Post and review the prepared flip chart page with the learning agenda for this module.

#### *Flip Chart*

LEARNING AGENDA  
Respecting Differences

- Exploring differences and similarities among the group of participants
- Exploring, sharing, and valuing our own unique “stories”

4. **Address the potential for strong emotions to arise.** Acknowledge that talking about diversity can be difficult and that some of the activities may bring up strong emotions. Emphasize that emotions are okay, and that it will be particularly important to follow the ground rules to show respect during discussions and to be sensitive to each other’s feelings.

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### Large-Group Exercise—10 minutes

- 5. Introduce “People Bingo.”** Ask if anyone has ever played the game “Bingo.” Review the basic instructions for Bingo. State that this exercise will involve a modified version of Bingo, which will require participants to mingle with others and learn something about each other.



- 6. Give instructions.** Hand out one Bingo card (**Worksheet 1**) to each participant. Explain that they are to mingle and ask other participants questions about themselves based on the statements on the cards. For example, if a statement says, “I drive a car,” you would ask the other participant, “Do you drive a car?” When you find a statement that is true about that participant, have that person sign or write their initials in the box for that statement. Then move on to the next person. (Demonstrate how this would work using one of the squares that applies to you.) Each person may sign only one square of another person’s Bingo card.
- 7. Give additional instructions.** Explain that, in this version of the game, someone gets BINGO by getting signatures for all the squares in one row, one column, and/or diagonally across the square (using the “Free” space). When a participant does this, they should call out “Bingo!” They will have 5 minutes to do this. If no one gets “Bingo” within 5 minutes, then the winner will be the person with the most signed squares.

#### Teaching Tips

Depending on the size of the group, you may want to adjust the rules for getting Bingo—e.g., if a participant must fill in an entire column or row, or two columns, or the entire sheet. The **Teaching Tools, Activity 1: People Bingo Icebreaker** describes options for small groups.

One way to make everyone feel like a “winner”—and to learn more about each other—is to continue playing after the first person calls out “Bingo!” and see how long it takes for everyone to get Bingo.


- 8. Take questions and start the game.** Ask if there are any questions about the game. After answering questions, ask participants to begin, reminding them to ask each other questions (e.g., “Do you play a musical instrument?”) rather than just asking people to sign their card.


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- 9. Wrap up game.** Stop the game after the first person gets Bingo or after 5 minutes (or longer, depending on how you decided to use the exercise)—or, if you have time, continue playing until everyone gets Bingo.

### **Large-Group Discussion—10 minutes**


- 10. Facilitate large-group discussion.** Debrief using the questions below. Clarify that the participants should not talk in specifics about a classmate. Information should be kept anonymous and general.


 *How many got Bingo? How many got one less than Bingo? How many got two less than Bingo?*

 *Which spaces did you have a hard time filling?*

 *What surprised you as you were going around the room?*

- 11. Draw out participants' assumptions.** Note that the information on these cards relates to individual background, preferences, and personal qualities. The purpose of the game was to learn some things about each other that might not be obvious, and also to explore the assumptions that people make about each other. Ask:

 *Did you have ideas about certain people who you thought could fill certain categories (e.g., that someone Latina would speak a language other than English)?*

-  **12. Define “assumptions.”** Summarize the discussion by noting that these ideas about people are examples of “assumptions.” Note that everyone has had experiences with people making assumptions about them—based on how they look or how they talk or where they come from. However, each person has a unique life story, including each client and each home health aide. Valuing the uniqueness of each individual will provide a foundation for a caring relationship between the home health aide and the client. The next activity will give participants an opportunity to practice sharing their own stories and listening to the stories of their fellow participants.

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### **Teaching Tools, Activity 1 People Bingo Icebreaker**

#### **Objective:**

To enable participants to meet as many people as possible in a short time, and to learn characteristics that would not be obvious from looking at each other.

#### **Advance Preparation:**

Use **Worksheet 1. People Bingo: Sample Card** or develop your own bingo card on which each space is filled with a short phrase that describes at least one of your participants.

#### **How to Play:**

Give one card to each participant. The objective is for participants to mingle with others and get signatures from other participants on spaces that describe those participants. Even if someone fits more than one category, each person can sign another person's card just once.

"Bingo" is achieved when all the spaces in one row, one column, or one diagonal have been signed. The "Free" space can be used for Bingo. The first person who achieves this calls out "Bingo!" and is the winner. If no one achieves "Bingo" in the time allotted, the person who has the most signatures is the winner.

#### **Smaller Groups (i.e., 12 or fewer participants):**

With small groups, it is less likely that anyone would get "Bingo." In this case, you could allow each person to sign a card twice. However, in order to encourage participants to get to know each other, you could require that they would have to try to get every participant's signature, before going back to anyone for a second time.



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### Activity 2. Culture: Telling Your Story

30 minutes

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#### Learning Outcomes

By the end of this activity, participants will be able to:

*Define “culture” and describe how it results in similarities and differences between people.*

*Explain how listening to a person’s story can be an effective way to show respect and get beyond assumptions.*

*Experience the power of being listened to and explain the importance of effective listening skills.*



#### Key Content

- Culture describes the traditions and beliefs passed on through families, communities, and heritage. Most people don’t really think of their background as *culture* because it is what they grew up with and what they are familiar with. Whether participants embrace their cultures or feel separate from them, the traditions and beliefs of their family have probably influenced how they think of themselves in the world—and possibly how others see them.
- When a home health aide meets a client for the first time, they may know pieces of that person’s story, but until that person reveals his or her whole story, it is hard to know the whole person. To find out what’s true, it is important to be curious, to ask questions, and to listen to the answers. Learning more about a client, especially talking with the client directly, allows the home health aide to check his or her assumptions and to hear more of “the whole story” from that person’s perspective. Then the home health aide can start building a relationship based on who the client really is, rather than on assumptions and stereotypes.


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- Listening to the client’s life story may be useful in understanding and being able to work with personal differences. Some of these differences may be due to culture—for example, the role of the family, how elders are treated, how children are reared, foods, beliefs about health care and religion. Other differences may be due to the different times in which the client and the home health aide grew up.

### Activity Steps

#### Interactive Presentation—10 minutes

1. **Introduce activity.** Note that the “People Bingo” game showed the diversity and similarities among class participants. Some of the group’s diversity is due to differences in cultural backgrounds. Sharing the stories of participants’ backgrounds is one way to see each other’s similarities and differences and to get beyond assumptions. Practicing this with each other will help participants to get beyond assumptions with clients.
2. **Define “culture.”** Ask the group:

 *What comes to mind when you hear the word “culture”?*

 After a few responses, post the prepared flip chart page with the definition of culture. Ask someone to read the definition, and note how the group’s responses relate to this definition. Review the first point in **Key Content** about culture.

#### *Flip Chart*

<p style="text-align: center;"><u>CULTURE</u></p> <p style="text-align: center;">The traditions and beliefs passed on through your family, your community, and your heritage</p>
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- 3. Give instructions.** Explain that in this activity, participants are going to share their own stories from the perspective of their cultures and its influence on their lives. Distribute **Worksheet 2. Tell Your Story**. Explain that this is meant as a guide. Participants can choose what to share and how much to share about themselves. Each participant will have 5 minutes to tell their story to one other participant, who will practice listening.
- 4. Conduct demonstration.** Show how to use the worksheet by telling your own story. Ask a participant to watch the time for you and stop you after 5 minutes.

### Teaching Tips

This is very important in setting the tone for personal disclosure and risk-taking. How much one shares, and what one shares, will determine the level of emotional intensity for this activity.

It is important to share in a nonjudgmental and open way about your own culture—to model what you are hoping for participants to identify within themselves.

It is important to use “I” statements to emphasize that what you are sharing is from your own perspective on your culture.

- 5. Ask participants to complete worksheet.** Give participants a few minutes to fill in their worksheets and to think about what they want to share. Note that some people may identify with more than one culture; they may choose to talk about either one, or both.

### Pairs Work—10 minutes

- 6. Set up and conduct pairs work.** Ask participants to form pairs with someone they have just met in this training. Repeat the instructions:

*Each person will have 5 minutes to share his or her story based on the worksheet while the other person listens without interrupting. If the speaker is finished before 5 minutes, the listener can ask questions based on what was shared.*

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Note the time and start the activity. Let participants know when it is time for the second person to start sharing.

### **Teaching Tips**

Emphasize the importance of good listening. Sharing something personal about yourself or your life sometimes feels hard or risky because you feel exposed. It is much easier when you know people are really interested and when they listen fully and respectfully.


Monitor the pairs to see that the listeners are listening. Five minutes can seem like a long time for one person to talk without interruption. If everyone has finished talking before 5 minutes, you can start the second person sharing.


If people share difficult experiences that are recent or current, a natural “caregiving” response is to try to solve their problems for them. However, the listeners’ role is to listen—not to give advice. Remind participants about the importance of their listening role if this seems to be happening.


- 7. Encourage pairs to discuss what was shared.** After everyone has shared, give the pairs several more minutes to ask questions, respond, or talk with each other.

### **Large-Group Discussion—10 minutes**

- 8. Facilitate large-group discussion.** Begin by reminding the class of the importance of confidentiality—specifically, they are to talk about *their own* experience of sharing, and not share the other person’s story. Ask the following questions:

 *How did it feel to share your story?*

 *How did it feel to be listened to?*


 *How did it feel to be the listener?*


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### Teaching Tip

Participants will likely mention that they feel like they know each other better and may acknowledge--directly or indirectly--the assumptions they had made. You want to encourage this open discussion without putting the spotlight on anyone. Focus the discussion on the surprises and similarities people discovered. Participants may also talk about how separate they felt until sharing their stories.

### 9. Lead discussion on listening to clients' stories. Ask:

 *How do you think this activity might apply to working with a client?*

 *What are some tasks in home care that your client may want to do differently than you do, based on their culture?*

 *What are some tasks in home care that your client may want to do differently than you do, based on when they grew up? Or based on their religion?*


### Teaching Tip



In this discussion, you want to cover the last bullet in **Key Content**.

Explore for ideas about the role of the family, how elders are treated, how children are raised, what foods they want to eat, beliefs about health care, and religious traditions and beliefs.

The purpose of this discussion is just to list possible areas of difference. Do NOT encourage lengthy discussion. Also, people may be raising many stereotypes in their comments. Note the stereotypes, or ask participants if they can hear a stereotype in their own comments. But also note that these are good examples of assumptions and the need to check with the client about their own personal preferences.

10.  **Summarize the lessons of this activity.** Note that working in such a diverse world requires being respectful of each other's culture, values, and beliefs. Emphasize that each person is unique and people don't always need to have a lot in common in order to form and maintain a relationship. One way to learn about both our similarities and differences is to listen to each others' stories. This applies to getting along with coworkers as well as clients. Refer to **1. Culture** in the Learner's Book.

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**11. Wrap up this module.** Note that this is just an introduction to the importance of respecting differences—both in their work and in this training. Later in the training they will learn more about diversity, checking their assumptions, and showing respect. But they can practice by showing respect now, with each other.

**Module 2. Respecting Differences**

**Activity 2. Culture: Telling Your Story**

**1. Culture**

## Module 2. Respecting Differences

### 1. Culture

**Culture** is the collection of traditions and beliefs that are part of your family or your community. Culture includes how people feel about the family, how elders are treated, and how children are raised. Beliefs about food, health care, and religion are also part of culture. Your cultural traditions and beliefs probably affect how you think of yourself. They can also affect how others see you.

Sometimes your “community” can be a place where you live now or where you grew up. But sometimes your “community” is a group of people that make you feel accepted and “at home,” even if they are not family or they live far away. This is another way of thinking about “culture.”

When you meet a client for the first time, you will learn part of that person’s “story.” This will help you to understand his or her culture. However, each person is unique. They are not the same as everyone else in his or her culture. It is important to learn more about the whole person. Be curious, ask questions, and really listen to the answers. This will help you to check your assumptions. Then you can start building a relationship based on who the client really is.

When you tell your own story, you will know how it feels when others really listen and hear you. Clients will feel the same way when you listen to them and hear their stories.



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### Worksheet 1. People Bingo: Sample Card

I have cared for a sick family member	I ride a bike	I sing	I enjoy swimming	I walk to work
I have 2 children	I have a cat	I take the bus to work	I speak another language	I have a dog
I have grandkids	I have worked in health care	FREE	I like to dance	I love vegetables
I hate vegetables	I hate sports	I love movies	I drive a car	I love basketball
I have a library card	I have teenage children	I have a baby less than a year old	I play a musical instrument	I love football

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### Worksheet 2. Tell Your Story

#### Describe

What is your culture?

What beliefs and traditions affected you most as you grew up?

How does your culture affect the way you live your life now?

#### Differences

How is your culture different from other cultures that you come in contact with?

How do you think these differences might affect your work?

#### Strengths

In what ways has your culture made you a better person?

How can these strengths help you do your job better?